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ABSTRACT

This curriculum guide provides materials for an elective course for 11th- or 12th-grade students in small business development. It is intended to meet three times each week for 18 weeks. Introductory materials include instructor objectives; anticipated student outcomes; and correlations with Connecticut's common core of learning. Each of the eight instructional units consists of the following components: estimated teaching time; suggested basic materials; outline of basic content; student objectives for three ability levels; suggested student activities for skill development and enrichment; and evaluation. Units cover introduction and self-assessment; thinking of going into business; ways of going into business; legal forms of business; financing the business; location; advertising; and the business plan. Appendixes provide the complete list of all components of the common core; a list of Connecticut Teaching Competencies; and a list of 11 selected resources. (YLB)

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# SMALL BUSINESS DEVELOPMENT

# CURRICULUM

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PREPARED FOR:

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
VOCATIONAL-TECHNICAL SCHOOL SYSTEM
MIDDLETOWN, CONNECTICUT

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# SMALL BUSINESS DEVELOPMENT

## Preface

The majority of students currently enrolled in the Vocational-Technical School System in Connecticut will be employed by the owner of a small business before and/or after graduation. Many of them will start businesses of their own, eventually. We believe that the personal goals of all Vocational-Technical School graduates, the manpower needs of the State, and the strength of the economy as a whole will be better served if each graduate has a basic knowledge and understanding of the principles, processes, and problems of small business ownership. The course, Small Business Development, provides such knowledge and understanding.

To develop this course in entrepreneurial skills the Vocational-Technical School System obtained the cooperation and co-sponsorship of the United States Small Business Administration. The District Director of SBA in Hartford provided students' materials, printed teaching materials, technical assistance, and audio-visual materials. The SBA, through the Service Corps of Retired Executives, provided training for the VT instructors who teach the course.

Small Business Development is designed as an elective course for 11th and/or 12th grade students. It is intended to meet three times each week for eighteen weeks during either the academic or trade program. Credit is given.

Document Overview

This curriculum document consists of eight (8) instructional units. The outline of each unit is as follows:

1. Unit title
2. Suggested teaching time
3. Suggested basic materials for the unit
4. Outline of basic content for the unit
5. Student objectives provided for three ability levels. Level A Objectives are considered minimal outcomes for all students. Level B Objectives are additional expectations for the average student, and Level C Objectives are additional expectations for the able student.
6. Suggested Student Activities for skill development and enrichment
7. Evaluation

In addition, the document contains a section of Instructor Objectives and a section of Anticipated Student Outcomes.

Connecticut's Common Core of Learning has been integrated with the Small Business Development curriculum. A chart showing correlations of the components of the Common Core of Learning and the Anticipated Student Outcomes for the course will be found in this introductory section. The complete list of all components of the Common Core is in Appendix A.

For general information and assistance to INstructors a list of Connecticut Teaching Competencies has been included in Appendix B, and a list of selected resources comprises Appendix C.

The curriculum must be a practical aid to the Instructor. Every Instructor is encouraged to provide written feedback to the Curriculum Steering Committee and offer suggestions for making the document even more useful.

Instructor Objectives

The Instructor will:

1. Plan lessons which include a logical introduction, sufficient development of topic for basic understanding, and a summarizing conclusion.

2. Plan instruction geared to ability levels of the students in each class.

3. Use a variety of instructional techniques, allow student input, encourage student initiative and creativity, and give consideration to the interests and trade choices of Vocational-Technical School students.

4. Use a variety of evaluative tools and techniques.

Anticipated Student Outcomes

Each student will be able to:

1. Demonstrate a basic knowledge of the history and importance of small business in our society.
2. Assess his/her potential for being a business owner.
3. Analyze the need for a particular service or product.
4. Understand the three basic legal structures of a business.
5. Understand the methods of acquiring or establishing a small business.
6. Prepare a financial data sheet.
7. Select a viable business location.
8. Develop an advertising plan.
9. Write a business plan for a hypothetical small business.

# PRESENTATION OF CORRELATIONS OF OBJECTIVES IN A TRADE/SUBJECT WITH CONNECTICUT'S COMMON CORE OF LEARNING

BY
Ronald E. Brann
Vocational-Technical School System

| LIST OF STUDENT OBJECTIVES OR ANTICIPATED OUTCOMES | COMMON CORE COMPONENTS | | |
|---|---|---|---|
| Trade/Subject: SMALL BUSINESS DEVELOPMENT | ATTITUDES/ ATTRIBUTES | SKILLS/ COMPETENCIES | UNDERSTANDINGS/APPLICATIONS |
| Demonstrate a basic knowledge of the history and importance of small business in our society. | | F4 F5 | B1 B2 B3 B5 D1 D3 D4 D7 |
| Assess his/her potential for being a business owner. | A1 A2 A3 B2 B3 C1 C2 D1 D2 D3 E2 F1 F2 F3 F4 G1 G2 G3 | E1 E2 E3 E4 E5 E7 E8 E9 | B2 B3 B5 C1 C2 |
| Analyze the need for a particular service or product. | E2 F3 F4 G2 | E1 E2 E3 E4 E5 E6 E7 E8 E9 F2 F4 F5 | C1 C2 D1 D3 |
| Understand the three basic legal structures of a business. | D1 E2 E3 | A1 A2 A3 A4 A5 A6 A7 C1 C2 C5 C6 E1 E2 E3 E4 E5 E6 E7 E8 E9 F4 F5 | B3 B5 B6 D1 D3 D7 |
| Understand the methods of acquiring or establishing a small business. | A1 A2 A3 B1 B2 B3 C2 | A1 A2 A3 A4 A5 A6 A7 C1 C2 C5 C6 E1 E2 E3 E4 E5 E8 E9 F2 F4 F5 | B3 B5 B6 D1 D3 D7 |

Adapted from Minor, R.D. (April 1988).

Challenge Update.

| Correlations With The Common Core Of Learning (Continued) | | | |
|---|---|---|---|
| Trade/Subject: SMALL BUSINESS DEVELOPMENT | ATTITUDES/ ATTRIBUTES | SKILLS/ COMPETENCIES | UNDERSTANDINGS/APPLICATIONS |
| Prepare a financial data sheet. | | D1 D3 D5 | F3 F4 F5 F6 |
| Select a viable business location. | C1 C2 E2 E3 F1 F2 F3 F4 G2 | A4 A5 E1 E2 E3 E4 E5 E6 E7 E8 E9 F1 F3 | |
| Develop an advertising plan. | C1 C2 E2 F2 F3 F4 G1 G2 G3 | A3 A4 A5 B4 B5 C5 E3 E4 E5 E7 E9 | A1 A2 A3 A4 A5 A6 C1 |
| Write a business plan for a hypothetical small business. | A3 B2 B3 C1 C2 C3 C4 D2 D3 E2 F1 F3 F4 G1 G2 G3 | B1 B2 B3 B4 B5 B6 B7 C7 D3 D5 D7 E5 E6 E7 E8 E9 F1 F2 F3 F4 F5 | B1 B2 B3 B4 B5 B6 D3 F1 F3 F6 F8 |

UNIT I

Introduction and Self-Assessment

Estimated Teaching Time: 2 Periods

Materials: SBA 2.016 Checklist for Going into Business

Content Outline

I. Role of Small Business

A. Manufacturing and distributing products to

1. Individual consumers
2. Big business

B. Providing services

C. Developing new ideas

D. Influencing the economy

II. Self-Assessment

A. Are you a business type?

1. Willing to work long hours
2. Business training in school
3. Work experience

B. Do you have money available?

1. Your own money
2. Credit sources
3. Borrowing sources

C. Expectations

1. Net income
2. Salary
3. Profit
4. Life-style adjustment

D. Possible partnership considerations

1. Money to be invested
2. Know-how
3. Legal ramifications
4. Compatibility of partners

E. Customer considerations

1. Population of the area
2. Needs of people in the area
3. Popularity and location of similar businesses (competition)

III. Personal Characteristics

A. Self-starter
B. People skills
C. Leadership qualities
D. Acceptance of responsibility
E. Organizational skills
F. Will to work
G. Ability to make decisions
H. Truthfulness
I. Perseverance
J. Health

Suggested Student Objectives

Level A

All Students will be able to:

1. Name three sources of money for financing a small business.
2. State two reasons for selecting a partner.
3. Identify three personal characteristics of a successful business person.

Level B

Students will be able to:

1. Compare two business for-sale advertisements on the basis of information included.
2. Demonstrate how any work experience they have had will help them in establishing their own business.
3. Explain the importance of a good public image.

Level C

Students will be able to:

1. Rate themselves on ten characteristics of a successful business owner.
2. Analyze a category of business in a particular community to determine over-representation or under-representation. Categories include manufacturing, wholesaling, services, retailing, professional.
3. Compare information regarding requirements for obtaining a business loan.

Suggested Student Activities

1. Prepare a personal resume.

2. Interview a successful business owner to assess desirable personal characteristics.

3. Develop a bulletin board which illustrates the desirable personal characteristics of the business owner.

4. Complete Worksheet #1 in SBA 2.016.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

UNIT II

## Thinking of Going into Business

Estimated Teaching Time: 4 periods

Materials: SBA 2.025 Thinking About Going Into Business.

Content Outline

I. Considerations in Selecting a Business

- A. Educational background
- B. Past experience
- C. Personal interest in the business

II. Basic Knowledge of Survival Skills

- A. Recordkeeping
- B. Financial management
- C. Personal management
- D. Market analysis
- E. Breakeven analysis
- F. Product or service
- G. Federal, state & local taxes
- H. Legal structures
- I. Communication skills

III. Obstacles Facing Women

- A. Doubt of women's ability
- B. Historical image
- C. Lack of credit history
- D. Lack of role models
- E. Lack of business contacts

IV. Causes of Business Failure

- A. Lack of experience
- B. Lack of management ability
- C. Undercapitalization
- D. Lack of demand for product or service
- E. Poor location

V. Price Determination of an Existing Business

- A. Payback period method
- B. Net present value method

VI. Regulations and Licenses

A. Sources of information

1. Small Business Administration
2. Chamber of Commerce
3. Internal Revenue Service
4. Public Library
5. Municipal Clerk
6. Secretary of State

B. Types needed

1. Local
2. State
3. Federal

VII. Determination of Good Public Image

A. Service or product provided
B. Market
C. Competition
D. Public relations
E. Advertising
F. Time involved

VIII. Legal Aspects

A. Finding a lawyer
B. Selecting legal form of business

1. Sole proprietorship
2. Partnership
3. Corporation

IX. Finances

A. Net profits total sales for specific period less cost of goods and operating expenses.

B. Rate of return on investment (ROI) - net profit divided by capital invested by owners.

C. Return on total assets - net profit divided by total assets.

D. Importance of good credit references

E. Counseling sources

1. Accountant
2. Banker
3. U. S. Small Business Administration
4. Lawyer

Suggested Student Objectives

Level A

All students will be able to:

1. List three skills one must have to run a successful business.
2. Explain why it is sometimes more difficult for minorities to establish a new business.
3. Name three agencies that provide information about regulations and licenses relating to a small business.

Level B

Students will be able to:

1. Compare the three legal forms of business.
2. Analyze the success of a local small business.
3. Distinguish between lack of experience and lack of management ability.

Level C

Students will be able to:

1. Interview the owner of a small business to determine why the business was established.
2. Choose a new small business in the community. Identify reasons for its future success or failure.
3. Propose ways for minorities to overcome obstacles they face in starting a business.

Suggested Student Activities

1. Contact local agencies to determine the range of services available to prospective businesses.

2. Have some students research what types of licenses or permits are required in their communities.

3. Form groups. Each group is to identify the cost of starting a business and obtaining financing.

4. Organize a panel discussion on the advantages and disadvantages of different business structures.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

UNIT III

Ways of Going Into Business

Estimated Teaching Time: 9 periods

Materials: SBA SMS-1 Starting and Managing a Small Business of Your Own, Vol. 1.

Content Outline

I. Starting a New Business

A. Reasons - Practical

1. Need supplemental income establishing equity
2. Tax shelter or business write-off
3. Occupy leisure time

B. Reasons - Personal

1. Emotional rewards
2. Be your own boss
3. Flexible working hours

C. Selection of Product or Service

1. Evaluate skills
2. Discuss with owner of similar business
3. Check success and failure reports
4. Ask professional advice
5. Discuss with family, friends, etc.
6. Make final decision

D. Other Considerations

1. Select location
2. Determine means of financing
3. Select a trade name
4. Select a legal form (sole proprietor, partnership, corporation)

II. Buying an Existing Business

A. Possible advantages

1. Price
2. Equipment and stock in place
3. Existing customers
4. Retention of key personnel
5. Goodwill

B. Possible disadvantages

1. Price
2. Reputation of previous owner
3. Location
4. Age of fixtures and equipment
5. Inventory

C. Considerations

1. Reasons for selling
2. Share of market
3. Expense ratios
4. Estimated value of assets and liabilities
5. Condition of stock
6. Condition of equipment and fixtures
7. Liens on property and/or business
8. Goodwill
9. Profit potential
10. Status of lease of property on equipment

D. Contract Items

1. Description of the business
2. Price and method of payment
3. Handling of adjustments at closing
4. Assumption of contracts and liabilities
5. Seller's warranties
6. Seller's obligation and assumption of risk-pending closing
7. Covenant of seller not to compete
8. Time, place, and procedures of closing

III. Inheriting a Business

A. Advantages

1. Minimal initial investment
2. Established location
3. Employees' knowledge of the business
4. Financial records are available
5. Inventory is in place
6. Goodwill

B. Disadvantages

1. Possible hidden problems
2. Condition of equipment
3. Liabilities
4. Existing contracts
5. Pending lawsuits
6. Location
7. Incompetent employees
8. Lack of expertise

IV. Buying a Franchise Business

A. Biggest Attraction

Advantages

1. All planning comes pre-packaged
   a. Avoid problems of raising large sums of money
   b. Receive the right to operate a business under the leadership of a well known distributor
2. Access to a proven product, consumer image, and publicity
3. Training program
4. Security and know-how
5. Name brand recognition

B. Disadvantages of Franchises

1. Conform to the chain's standards
2. Sell only their product at their price
3. Share in the problems of the distributor
4. Centralized management
5. Share profits with the company
6. Lack of complete freedom to operate your franchise

C. When Considering a Franchise

1. Assess the success, reputation, and image of the franchising company
2. Weigh franchising against other methods of going into business
3. Consult with an attorney to review the agreement for key items
   a. Exclusivity
   b. Inventory
   c. Royalty rates
   d. Purchase requirements
   e. Investment opportunities

Suggested Student Objectives

Level A

All students will be able to:

1. Describe the four major ways of going into business.
2. List two advantages and disadvantages of each.
3. Identify three considerations when buying an existing business.

Level B

Students will be able to:

1. Compare the three legal forms in relation to ease of starting a business.
2. Contrast starting a business from scratch with buying an existing business.
3. Explain advantages of a franchise training program.

Level C

Students will be able to:

1. Select and defend legal form of business organization.
2. Assess the success, reputation, and image of a franchise company.
3. Evaluate the disadvantages of a franchise and suggest solutions.

Suggested Student Activities

1. Select an appropriate name for their business.
2. Invite guest speakers to discuss each legal form of business.
3. Obtain information from franchise businesses.
4. Locate articles about small businesses.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

UNIT IV

## Legal Forms of Business

Estimated Teaching Time: 10 periods

Materials:

SBA MA 6.003 Incorporating a Small Business
SBA MA 6.004 Selecting the Legal Structure for Your Business

Content Outline

I. Sole Proprietorship

A. Advantages

1. Ease of formation and termination
2. Freedom of action and control
3. No sharing of profits
4. Few government regulations
5. Fewer taxes

B. Disadvantages

1. Difficulty of raising capital
2. Unlimited liability
3. Complete responsibility
4. Limited life of the business

II. Partnership

A. Articles of Partnership

1. Outline of contribution by the partners
2. Delineate the roles of the partners

B. Advantages

1. Minimal costs of formation
2. Minimal state interference
3. Division of responsibilities
4. Increased sources of capital
5. Ease of obtaining credit

C. Disadvantages

1. Unlimited liability
2. Few fringe benefits with tax advantages
3. Profits are taxable
4. Partnership dissolves on death or retirement of any partner
5. Limited expansion

III. Corporation

A. Certificate of Incorporation

B. Advantages

1. Limited liability
2. Easy transfer of ownership
3. Ease of operation
4. Fringe benefits are tax deductible
5. Centralized management
6. Ease of expansion
7. Best available method to raise capital from investors
8. Perpetual or unlimited existence

C. Disadvantages

1. Cost of formation
2. Maintaining corporate form
3. Lack of freedom of action
4. State and Federal taxes

Suggested Student Objectives

Level A

All students will be able to:

1. Define the legal forms of business.
2. List two advantages and two disadvantages of each legal form of business.
3. Identify two local businesses in each category.

Level B

Students will be able to:

1. Compare the three legal forms of business.
2. Restate key information contained in the Articles of Partnership.
3. List three desirable conditions in the Articles of Partnership.

Level C

Students will be able to:

1. Defend the selection of one legal form of business for a hypothetical company.
2. Evaluate advantages of forming a partnership.
3. Prepare the Articles of Partnership.

Suggested Student Activities

1. Develop a trade name and design a logo for a small business.
2. Draft a sample Articles of Partnership.
3. Obtain corporate requirements from the Secretary of State's Office.
4. Invite a guest speaker from a local business.
5. Tour local businesses.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

UNIT V

## Financing Your Business

Estimated Teaching Time: 6 Periods

Materials: SBA MA 1.001 The ABC's of Borrowing
SBA MA 1.007 Credit and Collections

Content Outline

I. Money is the key

A. You have to want it in order to get more of it
B. You have to be organized to keep it
C. You must know how to manage it
D. Money is why a person goes into business
E. Money means freedom

II. There are three money keys

A. You must want to make money
B. You must know how to spend money
C. You must know how to use other people's money

III. Know how to get the money

A. How much money will you need
B. Steps to secure a loan
C. Categories of financing
D. Where you can borrow money
E. How to prepare a loan proposal

IV. Stages of business financing

A. Secure seed money
B. Secure start-up financing
C. Investigate growth financing

V. Develop a business plan (see separate unit on The Business Plan)
A. What is your business
B. What are your major market's competitors
C. Investigate growth financing

VI. Investigate sources of capital
A. Savings
B. Relatives and friends
C. Partners
D. Second mortgage
E. Banks
F. Credit unions
G. Small Business Administration

VII. Complete required loan application
   A. Business plan
   B. Resume
   C. Need and use of money
   D. Financial statements
   E. References

Suggested Student Objectives

Level A

All students will be able to:

1. List four sources of capital.
2. State the three money keys that are important to the success of a business.
3. Describe methods of securing business financing.

Level B

Students will be able to:

1. Identify the stages of business financing.
2. Examine the sources of capital available to them.
3. Demonstrate the need for preparing a simple business plan.

Level C

Students will be able to:

1. Design a business plan for a new venture.
2. Compare sources of capital.
3. Prepare a loan application to secure financing for a business.

Suggested Student Activities

1. Field trip to a bank or credit union.

2. Obtain sample loan applications from various institutions.

3. Guest speaker from SBA, a bank, or a credit union.

4. Obtain annual stockholders' reports from selected corporations.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

UNIT VI

Location

Estimated Teaching Time: 6 Periods

Materials: MA 201 Locating or Relocating Your Business

Content Outline

I. General Considerations

A. Potential market
B. Availability of employees
C. Number of competitive businesses
D. Utilities
E. Parking facilities
F. Police and fire protection
G. Taxes
H. Zoning regulations
I. Town support
J. Available housing
K. Population trends
L. Transportation facilities
M. Lease
N. Insurance costs
O. Compatibility with area businesses

II. Shopping Center Location

A. Advantages

1. On-site parking
2. Pre-planned layout
3. Weather protection

B. Disadvantages

1. Established rules
2. Sign restrictions
3. Higher rent

Suggested Student Objectives

Level A

All students will be able to:

1. Name three items to be considered when selecting a site for a business.
2. Explain why a shopping mall might or might not be a good site for a hypothetical business.
3. Identify different types of locations for a business.

Level B

Students will be able to:

1. Evaluate a shopping district or mall in relation to potential market, parking facilities, and compatibility with other businesses.
2. Compare the potential market for a fast-food chain in a highway rest area with one in a shopping mall.
3. Explain four factors which effect a good business location.

Level C

Students will be able to:

1. Design a compatible layout for five small businesses in a shopping center.
2. Analyze the desirability of a particular site for the future location of an auto parts store.
3. Using a scale of 1 to 10, rate a local business for parking facilities, handicapped accessibility, visibility from the street, and compatibility with neighboring businesses.

Suggested Activities

1. Take a field trip to business locations which are (a) in decline; (b) stable: and (c) experiencing rapid growth.

2. Complete a sample lease for a hypothetical business.

3. Select an appropriate location within the community for a hypothetical business.

4. Design a flyer for area small businesses to convince them to re-locate to a large shopping mall.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

UNIT VII

## Advertising

Estimated Teaching Time: 8 Periods

Materials: MA 4.015 Advertising Guidelines For Small Retail Firms
MA 4.016 Signs In Your Business
MA 4.018 Plan Your Advertising Budget
MA 4.019 Learning About Your Market
MA 4.020 Do You Know The Results Of Your Advertising?

Content Outline

I. What is Communication?

A. Distinguishable from other types of communications
B. Persuade from a distinct point of view

II. Planning an Advertising Budget

A. New or existing business
B. Franchise
C. Percentage of sales

III. Advertising Media

A. Newspaper
1. Advantages
a. High readership within geographic area
b. Easy to reach metropolitan markets
c. Frequent publication
d. Short lead time
e. Favorable for cooperative advertising
f. Assistance available for copy and layout
g. Volume and frequency discounts

2. Disadvantages
a. Non-selective distribution
b. Short life and brief exposure
c. Limited reproduction capability

B. Magazines
1. Advantages
a. High degree of selectivity
b. Long life
c. Good to excellent reproduction quality
d. Volume and frequency discounts
e. Fairly thorough readership

2. Disadvantages
    a. Relatively high cost
    b. Long lead time

C. Radio
1. Advantages
    a. Choice of station
    b. Large audiences
    c. Flexible timing
    d. Short lead time
    e. Quick changes possible

2. Disadvantages
    a. Limited to audio
    b. Short life of message
    c. Subject to distractions while listening

D. Television
1. Advantages
    a. Large audience
    b. Low cost per exposure
    c. Impact via sight and sound
    d. Good selectivity
    e. High prestige

2. Disadvantages
    a. Highest costs
    b. Limited prime time available
    c. Short life of message
    d. Audience size not assured

E. Direct Mail
1. Advantages
    a. Highly selective as to type used
    b. Highest selectivity
    c. Flexibility of timing
    d. Stimulates action
    e. Hidden from competition
    f. Easy to measure results

2. Disadvantages
    a. High costs of distribution
    b. Time to prepare the mailings
    c. Often discarded as "junk mail"

F. Outdoor Advertising
1. Advantages
    a. Low cost
    b. Geographic selectivity
    c. Easy repetition
    d. Message works 24 hours a day

2. Disadvantages
    a. Brief exposure
    b. Message must be short
    c. No selectivity of income level, age, education

IV. Develop a Media Schedule

A. Type
B. Timing
C. Competition
D. Target/Market

V. Create Your Own Advertising

A. Review budget
B. Select media
C. Consider an advertising agency

VI. Measure the Results of Your Advertising

A. New clients
B. Best results

Suggested Student Objectives

Level A

All students will be able to:

1. Define "advertising".
2. List four advertising media.
3. Explain factors to consider when preparing an advertising budget.

Level B

Students will be able to:

1. Identify the advantages and disadvantages of one advertising medium.
2. Compare the use of newspaper and radio in a business.
3. Demonstrate the importance of advertising.

Level C

Students will be able to:

1. Develop a media schedule.
2. Create an advertising program.
3. Measure the results of an advertising program.

Suggested Student Activities

1. Divide class into groups, prepare one-minute advertisement spots in two media.

2. Prepare a collage of advertisements which center around a particular theme or appeal.

3. Invite a speaker from a local advertisement agency or mass medium to discuss the psychology of advertising.

4. Develop a 30 second radio advertisement or a newspaper layout.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

UNIT VIII

## The Business Plan

Estimated Teaching Time: 9 periods

Materials: SBA 102, Business Planning: Road Map to Success

Content Outline:

I. Description of the Business

II. The Market

III. The Competition

IV. The Marketing Plan

- A. Basic strategy
- B. Pricing
- C. Location
- D. Advertising

V. Management

VI. Organization

VII. Personnel and Training

- A. Key personnel
- B. Training programs

VIII. Application and expected effect of loan

IX. Financial Data

- A. Historical financial papers
- B. Income Projections for at least one year
- C. Pro Form Balance Sheet
- D. Break Even Analysis
- E. Capital Equipment List

X. Action Plan

XI. Supporting Documents

A. Personal financial statements
B. Resumes
C. Credit reports
D. Franchise agreements
E. Leases
F. Contracts
G. Partnership agreements

XII. Summary

Suggested Student Objectives

Level A

All students will be able to:

1. Explain the importance of having a business plan.
2. List supporting financial data required in the business plan.
3. Describe key elements of the marketing plan.

Level B

Students will be able to:

1. Demonstrate the importance of financial data to the business plan.
2. Analyze their management skills as they relate to future success.
3. Identify key personnel who will contribute to their business success.

Level C

Students will be able to:

1. Select an action plan.
2. Prepare a business summary.
3. Compare simple business plans.

Suggested Student Activities

1. Complete a Business Plan.
2. Obtain sample business plans from local businesses.
3. Review a business plan with a local lending institution.
4. Evaluate business plans prepared by other students.

Evaluation

Instructors are encouraged to use a variety of strategies to assess students' progress. Where written tests are used, various forms and levels of questions should be included. Special attention must be given to insure that the course objectives are taught and all assessment relates to achievement of those objectives.

Subject/Trade

Appendix A

The Common Core

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY: PRIMARY | RESPONSIBILITY: SHARED | RESPONSIBILITY: NONE | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| (A/A) Attributes and Attitudes | | | | | | |
| (A) Positive Self-Concept | | | | | | |
| As part of education in grades K-12, each student should be able to: | | | | | | |
| 1. Appreciate his/her worth as a unique and capable individual and exhibit self-esteem; | | | | | | |
| 2. Develop a sense of personal effectiveness and belief in his/her ability to shape his/her future; | | | | | | |
| 3. Develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses. | | | | | | |
| (B) Motivation and Persistence | | | | | | |
| As part of education in grades K-12, each student should be able to: | | | | | | |
| 1. Experience the pride of accomplishment that results from hard work and persistence; | | | | | | |
| 2. Act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience; | | | | | | |
| 3. Strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions. | | | | | | |
| (C) Responsibility and Self-Reliance | | | | | | |
| As part of education in grades K-12, each student should be able to: | | | | | | |
| 1. Assume the primary responsibility for identifying his/her needs and setting reasonable goals; | | | | | | |
| 2. Initiate actions and assume responsibility for the consequences of those actions; | | | | | | |
| 3. Demonstrate dependability; | | | | | | |
| 4. Demonstrate self-control. | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| (D) Intellectual Curiosity | | | | | | |
| As part of education in grades K-12, each student should be able to: | | | | | | |
| 1. Demonstrate a questioning attitude, open-mindedness and curiosity; | | | | | | |
| 2. Demonstrate independence of thought necessary for leadership and creativity; | | | | | | |
| 3. Pursue lifelong learning. | | | | | | |
| (E) Interpersonal Relations | | | | | | |
| As part of education in grades K-12, each student should be able to: | | | | | | |
| 1. Develop productive and satisfying relationships with others based upon mutual respect; | | | | | | |
| 2. Develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others; | | | | | | |
| 3. Participate actively in reaching group decisions; | | | | | | |
| 4. Appreciate the roles and responsibilities of parents, children and families. | | | | | | |
| (F) Sense of Community | | | | | | |
| As part of education in grades K-12, each student should be able to: | | | | | | |
| 1. Develop a sense of belonging to a group larger than friends, family and co-workers | | | | | | |
| 2. Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community; | | | | | | |
| 3. Examine and assess the values, standards and traditions of the community; | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |

4. Understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

(G) Moral and Ethical Values

As part of education in grades K-12, each student should be able to:

1. Recognize the necessity for moral and ethical conduct in a society;

2. Recognize that values affect choices and conflicts;

3. Develop personal criteria for making informed moral judgments and ethical decisions.

S/C) Skills and Competencies

(A) Reading

As a result of education in grades K-12, each student should be able to:

1. Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;

2. Identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;

3. Recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;

4. Set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| 5. Make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support; | | | | | | |
| 6. Vary his/her reading speed and method based on the type of material and the purpose for reading; | | | | | | |
| 7. Use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography. | | | | | | |
| (B) Writing | | | | | | |
| As a result of education grades K-12, each student should be able to: | | | | | | |
| 1. Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling; | | | | | | |
| 2. Select, organize and relate ideas and develop them in coherent paragraphs; | | | | | | |
| 3. Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types; | | | | | | |
| 4. Use varying language, information, style and format appropriate to the purpose and the selected audience; | | | | | | |
| 5. Conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic; | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| 6. Gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly; | | | | | | |
| 7. Improve his or her own writing by restructuring, correcting errors and rewriting. | | | | | | |
| (C) Speaking, Listening and Viewing | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Engage critically and constructively in an oral exchange of ideas; | | | | | | |
| 2. Ask and answer questions correctly and concisely; | | | | | | |
| 3. Understand spoken instructions and give spoken instructions to others; | | | | | | |
| 4. Distinguish relevant from irrelevant information and the intent from the details of an oral message; | | | | | | |
| 5. Identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented; | | | | | | |
| 6. Comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels; | | | | | | |
| 7. Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience. | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |

(D) Quantitative Skills

As a result of education in grades K-12, each student should be able to:

1. Add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
2. Make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
3. Use ratios, proportions and percents, powers and roots;
4. Understand spatial relationships and the basic concepts of geometry;
5. Make estimates and approximations, and judge the reasonableness of results;
6. Understand the basic concepts of probability and statistics;
7. Organize data into tables, charts and graphs, and read and interpret data presented in these forms.

(E) Reasoning and Problem Solving

As a result of education in grades K-12, each student should be able to:

1. Recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
2. Draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
3. Formulate and test predictions and hypotheses based on appropriate data;

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| 4. Comprehend, develop and use concepts and generalizations; | | | | | | |
| 5. Identify cause and effect relationships; | | | | | | |
| 6. Identify and formulate problems; | | | | | | |
| 7. Gather, analyze, synthesize and evaluate information pertinent to the problem; | | | | | | |
| 8. Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results; | | | | | | |
| 9. Use critical and creative thinking skills to respond to unanticipated situations and recurring problems. | | | | | | |
| (F) Learning Skills | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them; | | | | | | |
| 2. Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others; | | | | | | |
| 3. Follow a schedule that accounts for both short and long term project accomplishment; | | | | | | |
| 4. Locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations; | | | | | | |
| 5. Read or listen to specific information and take effective and efficient notes. | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| (U/A) Understanding and Applications | | | | | | |
| (A) The Arts: Creative and Performing | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance); | | | | | | |
| 2. Appreciate the importance of the arts in expressing and illuminating human experiences; | | | | | | |
| 3. Understand that personal beliefs and societal values influence art forms and styles; | | | | | | |
| 4. Identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance; | | | | | | |
| 5. Use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts; | | | | | | |
| 6. Identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures. | | | | | | |
| (B) Careers and Vocations | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work; | | | | | | |
| 2. Demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society; | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| 3. Consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes; | | | | | | |
| 4. Identify, continue or pursue the education and training necessary for his/her chosen career/vocation; | | | | | | |
| 5. Understand personal economics and its relationship to skills required for employment, promotion and financial independence; | | | | | | |
| 6. Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction). | | | | | | |
| (C) Cultures and Languages | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations; | | | | | | |
| 2. Respect differences among people and recognize the pluralistic nature of United States society; | | | | | | |
| 3. Demonstrate an understanding of other cultures and their roles in international affairs; | | | | | | |
| 4. Analyze the structure of spoken and written language; | | | | | | |
| 5. Recognize the commonalities and the differences that exist in the structure of languages; | | | | | | |
| 6. Understand and communicate in at least one language in addition to English. | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| (D) History and Social Sciences | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world; | | | | | | |
| 2. Demonstrate a knowledge of United States history and government and understand the duties, responsibilities and rights of United States citizenship; | | | | | | |
| 3. Understand the basic concepts of economics; | | | | | | |
| 4. Analyze and compare the political and economic beliefs and systems of the United States with those of other nations; | | | | | | |
| 5. Apply major concepts drawn from the disciplines of history and the social sciences--anthropology, economics, geography, law and government, philosophy, political science, psychology and sociology--to hypothetical and real situations; | | | | | | |
| 6. Demonstrate basic knowledge of world geography; | | | | | | |
| 7. Apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future; | | | | | | |
| 8. Understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society; | | | | | | |
| 9. Appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns. | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| (E) Literature | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Understand that literature reflects and illuminates human experiences, motives, conflicts and values; | | | | | | |
| 2. Understand the essential elements of poetry, drama, fiction and nonfiction; | | | | | | |
| 3. Understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies; | | | | | | |
| 4. Recognize symbolism, allegory and myth; | | | | | | |
| 5. Identify literary themes and their implications; | | | | | | |
| 6. Evaluate selected literary works and support each evaluation; | | | | | | |
| 7. Enjoy reading as a lifelong pursuit. | | | | | | |
| (F) Mathematics | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Understand that mathematics is a means of expressing quantifiable ideas; | | | | | | |
| 2. Apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems; | | | | | | |
| 3. Use mathematical skills and techniques to complete consumer and job-related tasks; | | | | | | |
| 4. Select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer; | | | | | | |
| 5. Use mathematical operations in describing and analyzing physical and social phenomena; | | | | | | |

| | APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|---|
| | | | PRIMARY | SHARED | NONE | |
| 6. Demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding; | | | | | | |
| 7. Apply basic algebraic and geometric concepts to representing, analyzing and solving problems; | | | | | | |
| 8. Use basic statistical concepts to draw conclusions from data. | | | | | | |
| (G) Physical Development and Health | | | | | | |
| As a result of education in grades K-12, each student should be able to: | | | | | | |
| 1. Understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness; | | | | | | |
| 2. Plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities; | | | | | | |
| 3. Understand the basic scientific principles which apply to human movement and physical activities; | | | | | | |
| 4. Understand the role physical activities play in psychological and social development; | | | | | | |
| 5. Understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress; | | | | | | |
| 6. Recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic life saving skills. | | | | | | |

(H) Science and Technology

As a result of education in grades K-12, each student should be able to:

1. Understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science;

2. Understand the implications of limited natural resources, the study of ecology and the need for conservation;

3. Identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them--the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;

4. Use observation and analysis of similarities and differences in the study of natural phenomena;

5. Demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;

6. Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;

7. Recognize the potential and the limitations of science and technology in solving societal problems.

| APPROPRIATE | INAPPROPRIATE | RESPONSIBILITY | | | CURRENT EMPHASIS |
|---|---|---|---|---|---|
| | | PRIMARY | SHARED | NONE | |
| | | | | | |

APPENDIX C

## CONNECTICUT TEACHING COMPETENCIES

A competent teacher understands growth and development, demonstrates knowledge of what is to be taught and facility in the basic skills and helps students to develop positive self-concepts. Such a teacher stimulates the independence of each student as a learner, effectively assesses student needs and progress, and plans instruction to achieve selected objectives, including those appropriate for exceptional students. These objectives are accomplished through effective communication with students, parents and colleagues and through the use of appropriate techniques and materials in a positive climate where time, space and equipment are effectively organized for instruction. In addition, the teacher meets professional responsibilities for continuing growth and fosters cooperative involvement with parents and the community.

Therefore, it is expected that:

- by the end of teacher preparation program coursework, the teacher will exhibit capability for all of the competencies with demonstrable competence in numbers 1-4 below;
- by the end of a teacher preparation program, including student teaching, the teachers will exhibit capability for all of the competencies, with demonstrable competence in numbers 1-8 below;
- by the end of a beginning teacher program, the teacher will exhibit demonstrable competence in all of the following competencies.

In line with these requirements, it is also expected that the programs and processes by which prospective teachers are prepared will address all of these competencies.

1. Demonstrates facility in the skills of reading, writing and mathematics.
2. Demonstrates knowledge of the subject to be taught.
   - 2.1 Knows and understands the major principles and concepts of the material to be taught.
   - 2.2 Possesses accurate and up-to-date knowledge of subject matter.
   - 2.3 Understands the purpose and value of the material to be taught.
   - 2.4 Is able to formulate meaningful questions about the subject matter.

2.5 Knows appropriate sources of additional information about the material to be taught.

3. Demonstrates knowledge of human growth and development as it relates to the teaching-learning process.

3.1 Knows and understands the major theories of human development.

3.2 Understands how physical, social, emotional and intellectual development relate to planning and organizing instruction.

3.3 Knows about various teaching styles and learning styles and understands their interrelationship.

3.4 Recognizes the conditions and needs of special students.

4. Demonstrates a knowledge of the American public school system.

4.1 Knows and understands the governance of schools from the local, state and federal levels.

4.2 Understands how the organization of the district and school has an impact upon the individual teacher.

4.3 Understands the rights and responsibilities of students, parents and teachers.

5. Plans instruction to achieve selected objectives.

5.1 Identifies and sequences goals of instruction.

5.2 Identifies and sequences objectives for instruction.

5.3 Identifies teaching procedures and sequences learning activities.

5.4 Selects appropriate human resources, materials and media.

5.5 Plans instructional activities which provide for individual differences.

6. Effectively implements instructional plans and uses appropriate instructional techniques.

6.1 Presents material at a level appropriate to the needs, interests, ability and background of students.

6.2 Conducts learning activities in a logical sequence which is flexible and developmentally appropriate.

6.3 Provides illustrations, examples and applications of the material.

6.4 Uses a variety of instructional materials and media.

6.5 Uses a variety of instructional methods and incorporates advancing technology.

6.6 Uses a balance of individual, small group and large group instructional arrangements.

6.7 Provides instructional activities that foster student involvement.

6.8 Matches teaching styles and methods with the learning situation and the learning styles of students.

6.9 Revises instruction on the basis of student comments, questions and performance.

7. Effectively communicates with students.

7.1 Provides directions and explanations in a clear, coherent and logical manner.

7.2 Uses acceptable written and oral expressions with students.

7.3 Provides for two-way communication with students throughout lessons.

7.4 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication.

7.5 Communicates personal enthusiasm and self-confidence.

7.6 Outlines expectations for students in a clear manner.

7.7 Communicates with students both individually and collectively about their needs and progress.

8. Helps students develop positive self-concepts.

8.1 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the classroom.

8.2 Demonstrates sensitivity to and respect for the needs and feelings of all students.

8.3 Demonstrates patience, empathy and enthusiasm.

9. Facilitates the independence of the student as learner.

9.1 Recognizes and encourages the special interests and abilities of individual students.

9.2 Engages students in selecting their own learning objectives and activities.

9.3 Poses probing questions that stimulate students to recall, analyze, synthesize, and evaluate.

9.4 Presents opportunities that foster thinking skills and problem-solving skills.

9.5 Assists and encourages students to research issues and questions of concern to them.

9.6 Promotes students' ability to communicate effectively with others about ideas and concerns.

10. Effectively organizes time, space, materials and equipment for instruction.

10.1 Establishes and maintains classroom routines and procedures.

10.2 Uses instructional time effectively, paces instructional activities appropriately and maximizes students' time on task.

10.3 Provides a learning environment that is attractive and orderly.

11. Effectively assesses student needs and progress.

11.1 Selects appropriate materials and procedures for assessing student progress on objectives.

11.2 Diagnoses entry-level skills and knowledge of students.

11.3 Recognizes when students are deficient in the basic skills and provides or recommends corrective action.

11.4 Uses information from system-wide standardized testing when appropriate to plan instruction.

11.5 Creates or selects evaluation instruments or procedures to obtain information for monitoring student progress and effectiveness of instruction.

11.6 Develops and maintains systems for keeping group and individual records.

11.7 Evaluates students on the basis of criteria that are aligned with instructional objectives.

12. Effectively meets the needs of exceptional students.

    12.1 Obtains and uses information about students from available records.

    12.2 Identifies students who require the assistance of specialists.

    12.3 Obtains and uses information from colleagues to assist students with special needs.

    12.4 Provides appropriate instruction to students with special needs.

13. Establishes a positive learning environment.

    13.1 Establishes and maintains appropriate behavior standards for students in the learning environment.

    13.2 Develops an atmosphere which fosters self-discipline.

    13.3 Promotes positive interpersonal relations based upon mutual respect.

    13.4 Handles discipline fairly and consistently.

14. Meets professional responsibilities.

    14.1 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation.

    14.2 Works cooperatively with colleagues and administrators.

    14.3 Follows the policies, procedures and curricula of the school district.

    14.4 Demonstrates ethical behavior.

15. Encourages and maintains the cooperative involvement and support of parents and the community.

    15.1 Establishes ongoing two-way communication with parents based on mutual respect.

    15.2 Provides opportunities for parent and community involvement.

    15.3 Obtains and uses information about students from parents.

    15.4 Communicates goals and objectives for both program and students to parents.

    15.5 Conducts effective parent-teacher conferences.

    15.6 Uses community resources in instruction.

Appendix C

Resources

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